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ABSTRACT

Arranged into six parts, the booklet offers practical and motivating techniques for teaching elementary school students the basic rules of etiquette. The areas of general etiquette, cleanliness, introductions, table manners, telephoning, and thank you notes are included. Each section contains simple guidelines on how to act and react in social situations, classroom activities for practicing good manners, and reproducible student pages for compilation into a "Student Manner's Book." Each section contains a quiz on manners which is arranged according to difficulty. Activities in the student pages require students to (1) categorize specific rules of behavior as to whether they are based upon custom, consideration, or common sense, (2) write letters asking for free information or pamphlets relating to cleanliness and health, (3) practice introductions, (4) arrange table items into appropriate place settings, and (5) rewrite incorrectly shown telephone messages and thank you notes correctly. Other suggested classroom activities include making posters showing good manners, inviting resource people in to discuss topics related to cleanliness, taping students role-playing introductions, examining menus, listing the do's and don'ts of telephoning, and writing notes to other students thanking them for something nice they have done. In addition, sections contain examples and illustrations which can be easily duplicated for student use. (LH)

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KIDS AND MANNERS

a ticket to success

KINDERGARTEN - 6th

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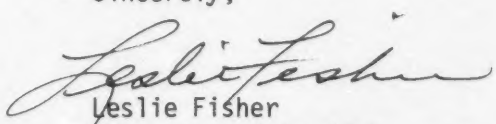
FOREWORD

An awareness of the guidelines for how to act and react in social situations is desirable for all students. Kids and Manners - A Ticket To Success provides some basic rules. The activities and suggestions included in the multi-curriculum study unit may be used by Oklahoma teachers to meet the needs of each individual student.

The Oklahoma State Department of Education expresses its appreciation to the developers for their efforts in producing this material.

Sincerely,



Leslie Fisher
State Superintendent

ACKNOWLEDGEMENTS

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INTRODUCTION

Manners are based on custom, consideration, and common sense. They give guidelines on how to act and react in social situations. These guidelines help make living with other people more comfortable and pleasant.

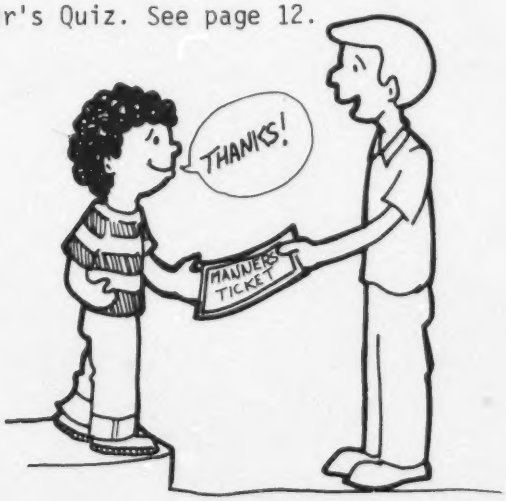
Sometimes rules of behavior are called etiquette. Etiquette is a French word that means "ticket". In the days of the French kings, there were so many rules that they were printed on a ticket. Only visitors who knew how to act properly received tickets. Today etiquette guidelines are simpler and used to make people feel at ease.

Kids and Manners - A Ticket to Success provides some basic rules of etiquette for both the teacher and students. The areas of general etiquette, cleanliness, introductions, table manners, telephoning, and thank you notes are included. Simple guidelines for each are provided on pages that may be reproduced for the Student Manners Book. Additional classroom activities and quizzes are included.

TEACHER HINTS:

Pages with borders may be selected for duplication for Student Manners Book.

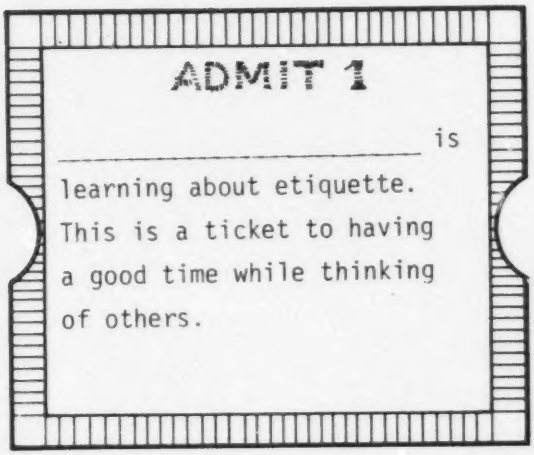
Tickets may be duplicated to give to students following each Manner's Quiz. See page 12.

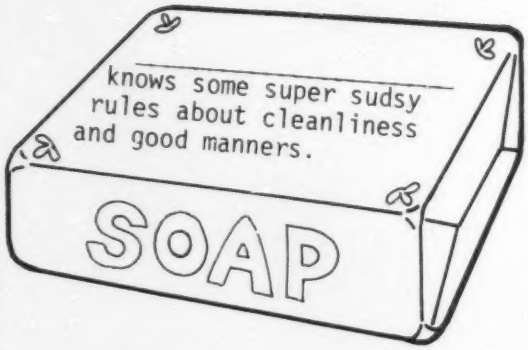


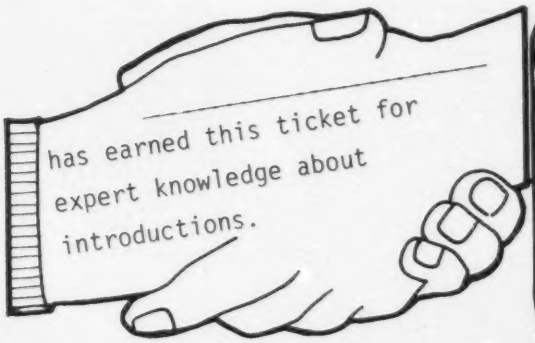
The quiz after each section is arranged according to difficulty. Use only those questions that are suitable for grade level.

KIDS AND MANNERS –
A TICKET TO SUCCESS STUDENT MANNERS BOOKS

Sometimes rules of behavior are called etiquette. Etiquette is the correct way of doing something. "Etiquette" is a French word that means ticket. In the days of the French kings, there were so many rules that they were printed on a ticket. Only visitors who knew how to act properly received tickets. As you pass each quiz about manners, you will receive a ticket. That's your ticket to having a good time while being thoughtful of others.


ADMIT 1
_____ is
learning about etiquette.
This is a ticket to having
a good time while thinking
of others.


_____
knows some super sudsy
rules about cleanliness
and good manners.
SOAP


_____
has earned this ticket for
expert knowledge about
introductions.

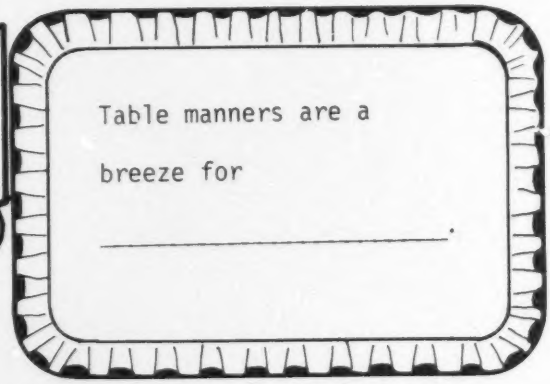
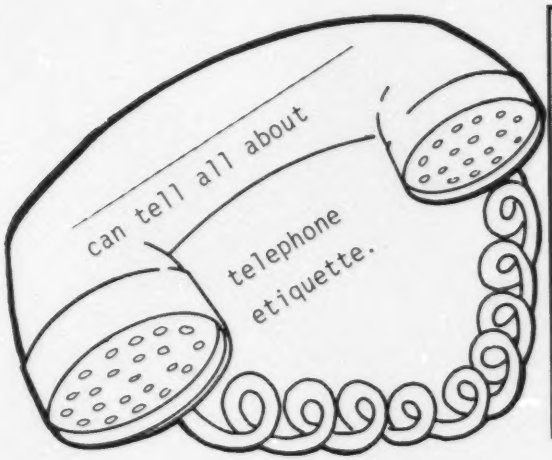
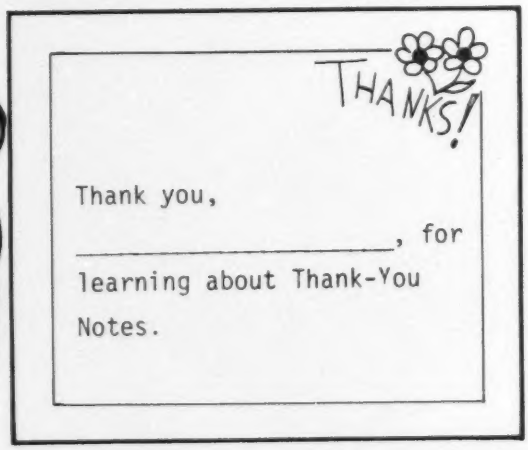


Table manners are a
breeze for
_____.


_____
can tell all about
telephone
etiquette.


THANKS!
Thank you,
_____, for
learning about Thank-You
Notes.

GENERAL ETIQUETTE

Many rules for good manners need to be used everyday. These make life more enjoyable. Manners are based on custom, consideration, and common sense. Custom is the habit of doing certain things, like shaking hands. Consideration is thinking about the way the other person feels. Common sense means doing what seems reasonable, like identifying yourself when you make a phone call.

Keep these rules in mind:

1. Be a good sport. If you play a game, have a good attitude whether you win or lose.
2. Listen to others. A good conversation is an exchange of ideas.
3. Share ideas, experiences, possessions, and work.
4. Be especially thoughtful of the people that live in your house.

SUGGESTED ACTIVITIES

1. Have older students choose a picture book listed in the bibliography and arrange to read it to a kindergarten or first grade class.

2. Have students make posters showing good manners. Display them for everyone to see.

3. Read Manners Can Be Fun by Munro Leaf. Have each student draw a picture showing an example of bad manners.

4. Have students role play good manners and bad manners. Discuss the manners being demonstrated, especially why a particular rule is important.

5. Have students find information about different manners or customs in other countries. For example, in France the people use the knife and fork when eating an apple. The fruit is held with the fork while pieces are peeled and cut off with the knife.

6. Have students find out how certain customs began. For example: in the Middle Ages when two men met, they shook hands to show that they did not intend to use their swords.

7. List several subjects related to general etiquette. Place each subject on a strip of paper, put the papers in a hat, and let each student draw one. Explain extemporaneous speaking. Let each student talk extemporaneously on his/her subject for two minutes. Subjects might include: sportsmanship, conversation, sharing, thoughtfulness, or customs.

STUDENT PAGE

Manners are based on custom, consideration, and common sense. Cut out the rectangles at the bottom of the page. Glue each one under the most appropriate heading.

CUSTOM	CONSIDERATION	COMMON SENSE

Shaking Hands	Keeping Clean	Sharing Work
Introducing People	Tipping A Hat	Asking To Be Excused At The Table
Introducing Yourself On The Phone	Eating With Mouth Closed	Brushing Your Teeth
Setting The Table Correctly	Standing For Older People	Saying "Please and Thank You"

CLEANLINESS

Keeping yourself clean is one way of showing consideration. Cleanliness is not only a part of manners but also is important for good health.

Keep these things in mind.

1. Keep your body clean.
2. Keep your hair clean and combed.
3. Brush your teeth regularly.
4. Wear clean clothing.

SUGGESTED ACTIVITIES

1. Have students work in teams to arrange demonstrations. Topics might include:

   How To Wash Your Face
   How To Give Yourself A Manicure
   How To Hand Wash A Sweater
   How To Shampoo Your Hair
   How To Brush Your Teeth

2. Invite resource people in to discuss areas related to cleanliness. For example: a beauty operator to discuss hair care or a dentist to talk about caring for teeth.

3. Have students find books in the library about cleanliness and good health.

4. Show the film "Clean and Neat with Harv and Marv" available from the Oklahoma State Department of Health.

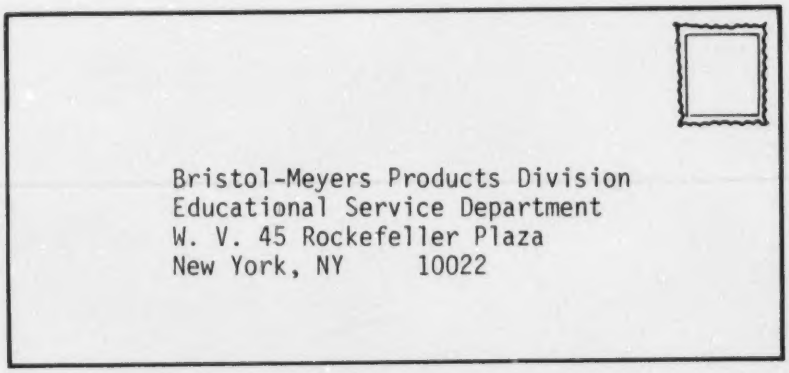
5. Read the story, Swampy Alligator.

6. Using ads from a newspaper, have students compare cost per ounce of different brands of shampoo, detergent, or toothpaste. Students might display comparisons in chart form. For example:

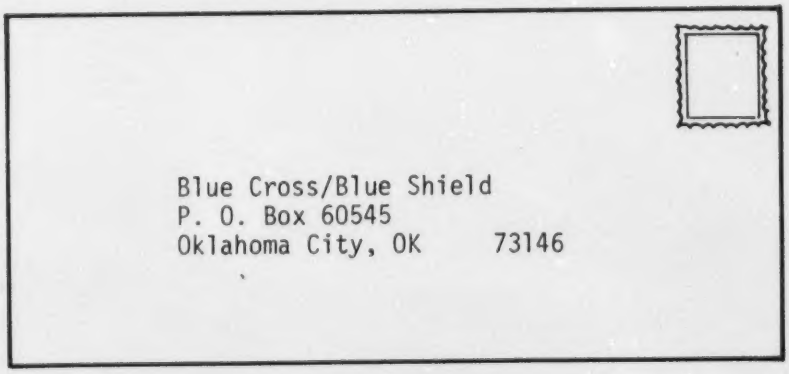
Brand	Cost	Cost Per Oz.

STUDENT PAGE

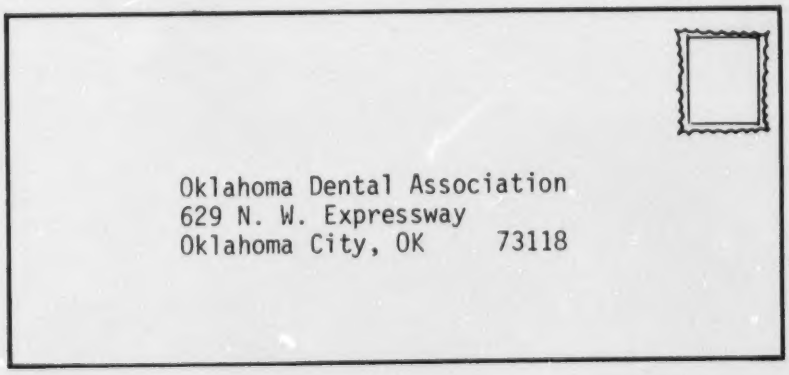
Write a letter to one of the addresses listed below. Ask for free information or pamphlets relating to cleanliness and health.



Bristol-Meyers Products Division
Educational Service Department
W. V. 45 Rockefeller Plaza
New York, NY 10022



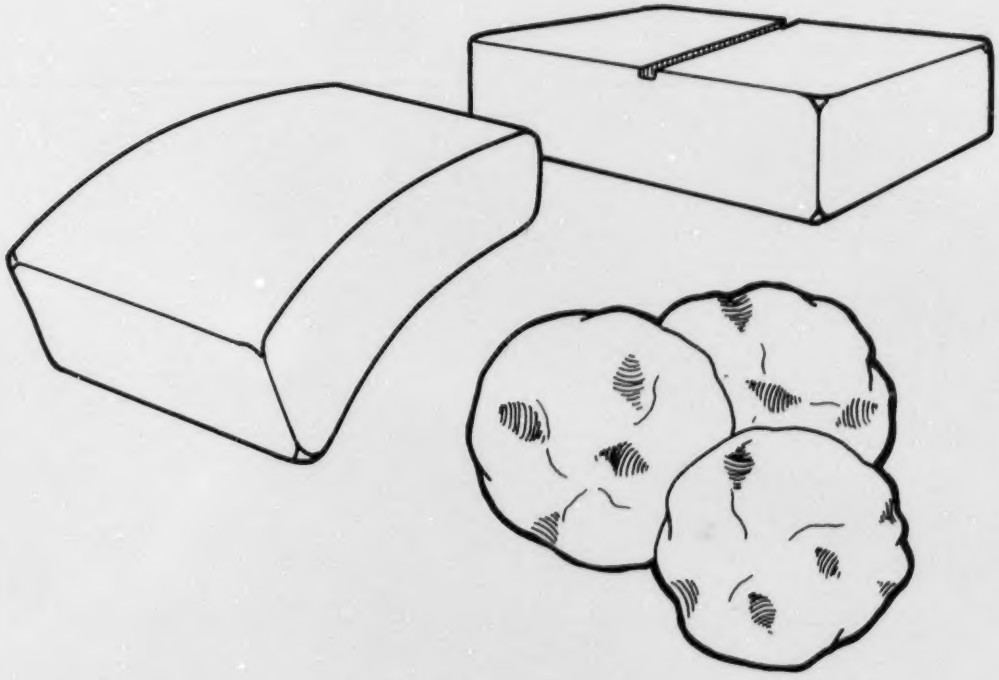
Blue Cross/Blue Shield
P. O. Box 60545
Oklahoma City, OK 73146



Oklahoma Dental Association
629 N. W. Expressway
Oklahoma City, OK 73118

Quiz Time

A. On each bar of soap, write one thing used to keep yourself clean.



B. Pretend someone has never washed his/her face. Describe how to wash a face.

_____

_____

_____

_____

INTRODUCTIONS

When people don't know one another, they are more comfortable if they are introduced. Introduce people slowly and in a relaxed manner so they will feel at ease.

Keep these rules in mind:

Introductions

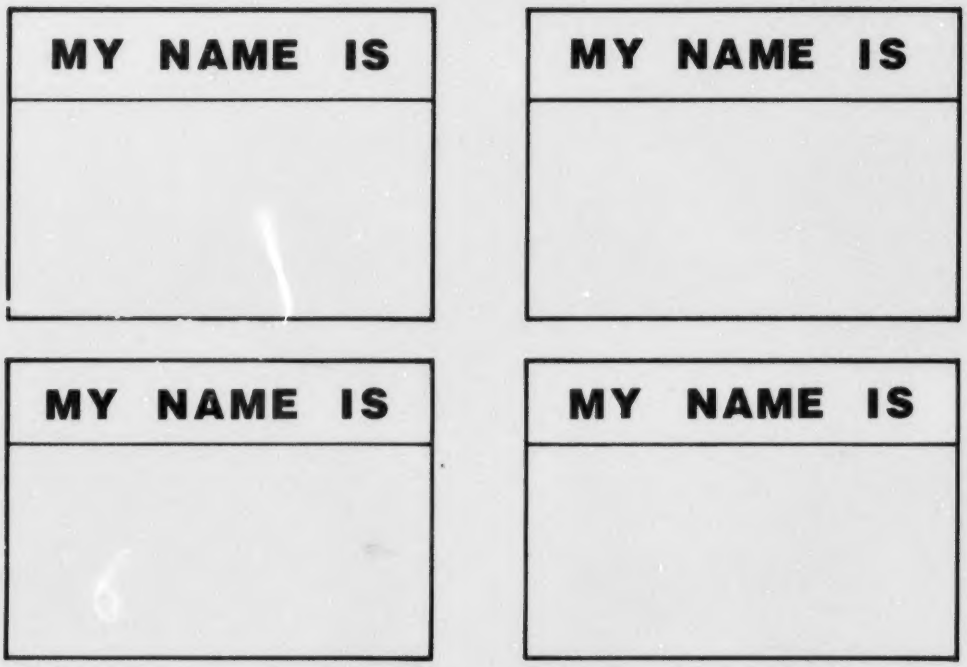
1. Introduce people to each other as soon as possible.
2. Try to say something interesting about the new person. This will help others begin a conversation.
3. Introduce yourself to a new person or group if no one knows you. Give your name and say something about yourself.

Responding to an Introduction

1. Smile and say "Hello" or "Hi".
2. Stand if the person is older.
3. If you wish, shake hands.

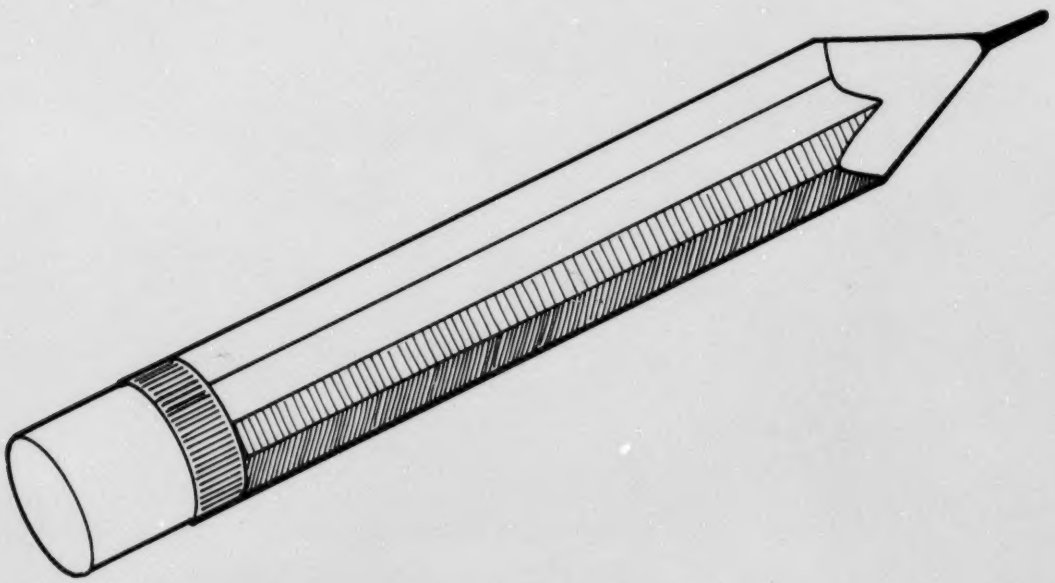
SUGGESTED ACTIVITIES

1. Role play introducing one person to another.
2. For older students use the bibliography to find etiquette books in the library. Have students learn introductions to special people, such as ministers, congressmen, or other officials.
3. Introduce visitors who come into the room to students individually or as a class.
4. Prior to open house or PTA, remind students to introduce their parents to you.
5. Tape students role-playing introductions in the classroom.
6. Talk about the importance of remembering people's names.



STUDENT PAGE

B. Write your own introductions.



Quiz Time

A. Write an introduction for each situation.

1. You are at the swimming pool and you see someone who has just moved to your town.

_____

_____

_____

2. Introduce a classmate, Susan, to your mother.

_____

_____

_____

3. You have just introduced Bob to Steve. You know they are both interested in collecting coins.

_____

_____

_____

4. Introduce your cousin from Tulsa who plays soccer, to your friend, who likes football but wants to learn to play soccer.

_____

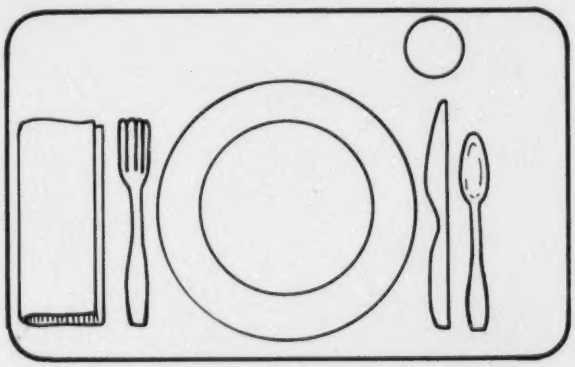
_____

_____

TABLE MANNERS

Mealtime is happier for everyone when others are polite and considerate. Practice mealtime manners at home, at school, in restaurants, and in homes of others.

Place settings usually look like this:



Remember these rules:

1. Sit up straight with elbows and arms off the table while you are eating.
2. After everyone has been seated, unfold your napkin halfway and put it in your lap. Wait for your hostess to begin eating.
3. Eat slowly with your mouth closed.
4. Ask the person nearest the dish you want to pass it to you; don't reach. Be sure to say "please" and "thank you."
5. Cut food into bite-sized pieces, one at a time, to eat it.
6. Place your knife and fork together across the top of your plate when you have finished.
7. When you leave the table, place your napkin unfolded at the left of your plate.
8. Ask to be excused if you must leave the table before others do.

SUGGESTED ACTIVITIES

1. Bring from home items needed for setting a table. Talk about what is used for everyday meals. Have students set the table for a simple meal. Discuss utensils needed for a more elaborate meal. Add those to the place setting.

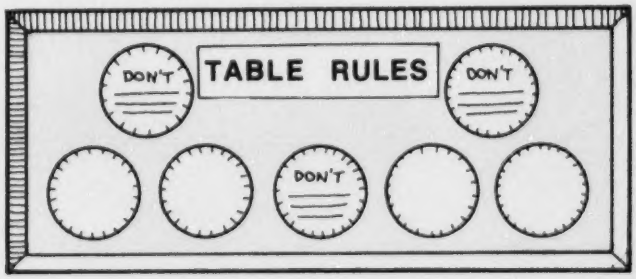
2. Have students arrange for a meal or special snack time. This could include:

   Choosing a centerpiece
   Weaving placemats from construction paper
   Buying the food
   Setting the table
   Choosing a hostess
   Cooking and serving the food
   Using good manners while eating
   Cleaning up.

3. Have older students use the etiquette books listed in the bibliography to give reports on other topics. Encourage the students to use demonstrations when giving their reports. Other topics might be:

   Setting A Table For A Buffet
   Ways To Serve Meals
   Special Rules For Eating Out
   Eating Difficult Foods

4. Have each student write a rule for table manners on a paper plate. Decorate and display these on bulletin boards, walls, or hang from ceiling.

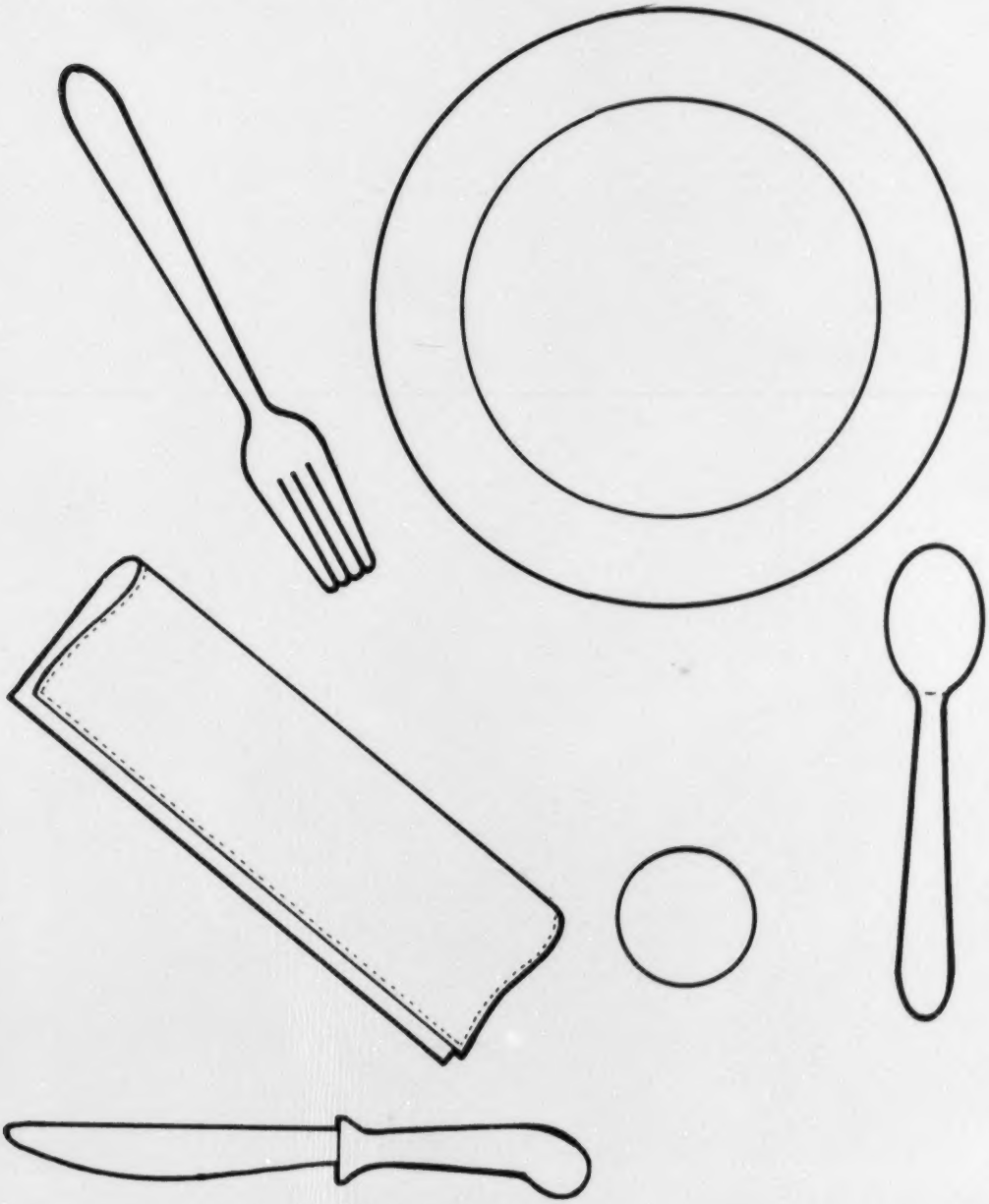


5. Bring menus from several restaurants. Have students choose a meal from each menu. Have them determine what the meal would cost and the amount of tip that should be left.

6. Read Dinner at Alberta's to the students. Discuss how we learn table manners.

STUDENT PAGE

Cut out the items on this page. Glue them on another page as they would be arranged on a table.



Quiz Time

A. Write yes if the statement is right.
Write no if the statement is wrong.

1. Practice good table manners only when you go out to eat. _____
2. Eat with your mouth open. _____
3. Sit up straight with elbows off the table. _____
4. Wait to begin eating until the hostess begins. _____

B. Draw a place setting for an everyday meal.

C. Write 5 "don'ts" for mealtime manners.

1. _____
2. _____
3. _____
4. _____
5. _____

TELEPHONE MANNER

Telephoning is a way of communicating with others. Since only the voice is used, special skills are necessary.

Keep these rules in mind:

General Rules

1. Speak clearly in a natural voice.
2. Talk at a normal rate of speed.

Making a Call

1. Dial the number carefully.
2. Allow the phone to ring 6 times.
3. Identify yourself and ask clearly for the person you want.
4. If the person is not there, say you'll call back, or ask that the call be returned. Then say "thank you" and "goodbye".

Answering the Phone

1. Say "Hello".
2. If the call is for you, say, "Yes, this is Pat".
3. If the call is for someone else, say, "Just a moment, please". Then put the phone down and find the person being called.
4. If the call is for either parent and neither is at home, you might say, "He/she is unable to come to the phone, may I take a message?" Write down any message you're given.

SUGGESTED ACTIVITIES

1. Present a picture of a telephone. Label the parts and discuss their function.

2. Have the students listen to a tape of common sounds and identify them.

3. As students role play phone conversations, have them make a tape. Listen to the tape and list the "dos and don'ts" of telephoning.

4. Using the bibliography, have the students look up information about other types of calls. Have them participate in role-playing demonstrations.

    a) polite and impolite phone conversations
    b) requesting a number from Information
    c) speaking to the operator after dialing an incorrect number
    d) making a long-distance phone call at a friend's house
    e) using a pay phone
    f) answering the phone at someone else's house
    g) writing and reading phone messages
    h) inviting a friend to a party

5. Allow the students to tape their voices as they vary their tone, volume, and rate of speech.

6. As a class project, have the students make a phone book including all students' names and addresses.

7. Have the students research the similarities and differences between a stereo and a telephone. Compare them by identifying their parts and function.

8. Have students list four friends, and using the phone book, find the phone numbers for those friends.

9. Have students use the numerals in their own phone number to write their own math problems. For example, 794-3322 might be used for:

7943	794	79433
+ 322	33	- 22
	+ 22	

STUDENT PAGE

Rewrite the telephone messages, using complete words in place of each abbreviation.

Quiz Time

A. Write yes if the statement is correct.
Write no if the statement is incorrect.

1. Ask to take a message when someone is not at home. _____
2. Throw the receiver down when the call is not for you. _____
3. Say who is calling when you call someone. _____
4. Write down messages. _____
5. Speak clearly. _____

B. List 4 rules for making a call.

1. _____
2. _____
3. _____
4. _____

C. List 4 rules for answering the phone.

1. _____
2. _____
3. _____
4. _____

THANK-YOU NOTES

Letter writing is another way of communicating with others.

When people are especially thoughtful, thank you notes are appropriate.

Keep these rules in mind:

1. Thank-you notes should be written:

   When someone has done something especially nice for you;
   When someone gives you a gift;
   When you spend the night with someone out of town.

2. Express appreciation specifically.
   "Thank you for the sweater."

3. Mention why you appreciate the thoughtfulness.
   "The sweater matches my new skirt perfectly."

4. Be sincere and personal.

SUGGESTED ACTIVITIES

1. Have the students write a thank you note as a group. Then have the students write notes individually.

2. Have the students list specific occasions when they have written thank you notes, or should have written.

3. Have each student write a note to another person in the class thanking him/her for something nice he/she has done. For example: loaning pencils, helping with a task, being a friend.

4. Using books listed in the bibliography have students find out what a bread-and-butter letter is and when it should be written.

5. Have students use etiquette books to find out about other types of letters that often need to be written. Have each student do a written or oral report about one specific type of letter. These might include:

   Condolence
   Business
   Apology
   Invitiations, Acceptances, Regrets

   Help students write a letter of each type and include it in their "Student Manners Book".

6. Have students write story problems for math based on the cost of mailing letters. For example:

   Hank received four gifts for Christmas. Stamps cost 18¢ each. How much will it cost Hank to mail his thank you notes?

7. Have students investigate how having a zip code on a letter helps the mailing process.

STUDENT PAGE

Below are some thank-you notes. Write them correctly. Notice what they say as well as punctuation and capitalization.

Dear Aunt Beth

thanke you for the gift. it's pretty nice but I had one already. i really wanted a footbal.

Steve

dear Mrs. smith,

my mom said I should write yer cause I spent the week at your house. Thankes – going swimming with you and Roger was the most fun.

John

1. _____

2. _____

Quiz Time

A. Write yes if the statement is right.
Write no if the statement is wrong.

1. Write a thank-you note for a birthday gift from your grandparents. _____

2. Tell what you are thanking the person for in your thank-you note. _____

3. Send a thank-you note only to relatives. _____

B. List three reasons for writing a thank-you note.

_____

_____

_____

C. Write a thank-you note to someone in your family who has done something nice for you.

_____

_____

_____

_____

_____

_____

_____

_____

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BIBLIOGRAPHY

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AUDIO-VISUAL

"Clean & Neat With Harv and Marv" - Color 11 min. Primary. Shows 2 animated characters watching real girls and boys getting dirty playing football. Harv and Marv listen as Dr. Parker explains washing dirt and germs off hands and faces. Available from Media Resources Center, State Department of Education.

Serendipity Value Tales. Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614. This set includes a color filmstrip on cleanliness entitled "Bangalee."

Telezonia; Communicating by Telephone. A communications program for the elementary grades; available from the American Telephone and Telegraph Company, 1975.

"What Do You Say, Dear?" Weston Woods Weston, Ct. 06883. Sound color filmstrip. 5 min.

"What Do You Do, Dear?" Weston Woods Weston, Ct. 06883. Sound color filmstrip. 5 min.

RESOURCE ADDRESSES

State Health Department
Box 53551
Oklahoma City, Oklahoma 73152
Phone (405) 271-5600

Blue Cross-Blue Shield
1215 South Boulder
Tulsa, Oklahoma 74119
Phone (918) 583-0861

Blue Cross-Blue Shield
P.O. Box 60545
Oklahoma City, Oklahoma 73146
Phone (405) 232-1441

Bristol-Meyers Products Division
Educational Service Department
W.V. 45 Rockefeller Plaza
New York, New York 10022

Oklahoma Dental Association
629 N.W. Expressway
Oklahoma City, Oklahoma 73118
Phone (405) 848-8873

EVALUATION

KIDS & MANNERS

The State Department of Education would appreciate your help. Please answer the following questions and return this page to the address listed below.

1. Circle grade level taught: K 1 2 3 4 5 6

2. Was the content of this publication generally appropriate for your classroom?

3. Was the information:
   most helpful_____ of no help_____ of some help_____

4. Which section most complemented your particular unit of study?

5. What are some related types of publications that would be of use to you?

6. Comments/suggestions:

Name (optional):_____

Please return to:

Sharon A. Lease, Curriculum Coordinator
Curriculum Section
State Department of Education
2500 North Lincoln Boulevard, Room 3-82
Oklahoma City, Oklahoma 73105